

# Positive Behavior Support in French-speaking Belgium: a Novelty and a Challenge

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20th International Conference on Positive Behavior Support

Jacksonville, Florida, March 30 – March 31

## Context

French-speaking Belgium



Difficulty in managing behavior (see TALIS survey, 2018) leads to difficulties for students and teachers (e.g. drop out)

Lack of preparation for classroom management (OECD, 2018)

FÉDÉRATION WALLONIE-BRUXELLES Few evidence-based practices such as PBS

### 3 (potential) explanations:

Lack of awareness of evidence-based practices

Difficulty in harmonizing practices

Great deal of pedagogical freedom written in the Belgian Constitution

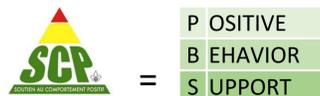
Current reform → results-based management

## The case study

One school chooses to implement PBS in its playgrounds.

### Training of the team

The training aims to train the team in the implementation of primary-tier interventions of PBS



2019-2020

• Training and creation of preventive and corrective tools

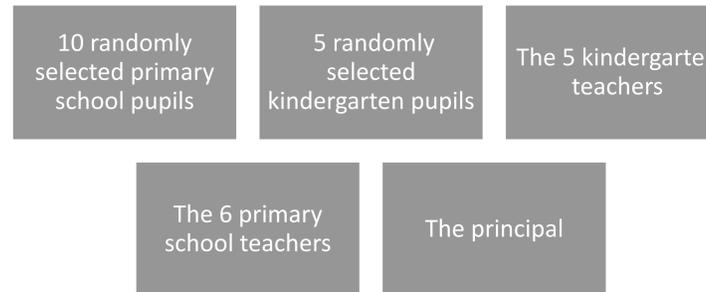
2020-2021

• Completion of training and implementation of PBS in the school (with coaching from trainers)

## Method

Research question: Does the educational team implement the different components of PBS ?

Observations in the school and interviews with :



→ using an adaptation of the School-Wide Evaluation Tool (SET) (Horner et al., 2004)

## Results (selection)

- ✓ Teaching materials presenting behavioral expectations in a POSITIVE way
- ✓ 100% of team report that explicit instruction of values and behavioral expectations has taken place
- ✓ 100% of students surveyed report receiving positive reinforcement
- ✓ 12 out of 15 students (including all 5 kindergarten students) are able to explain why they received positive reinforcement
- ✓ Teachers collected behavioral data in one of the two playgrounds
- ✓ Principal shares data with the team monthly
- ✓ The Behavior Support Team meets at least once a month
- ✗ No student can name the school values, BUT 2 kindergarten students and 2 primary students can explain the expectations / show the posters
- ✗ 67% of primary teachers can name at least 2 out of 3 values
- ✗ 80% of kindergarten teachers can name at least 2 out of 3 values
- ✗ Behavioral data is not collected in one of the two playgrounds (in kindergarten)
- ✗ Despite sharing data, there appears to be little use of the data for decision making
- ✗ The Behavior Support Team does not seem to provide feedback to the educational team about PBS activities

## Discussion and conclusion

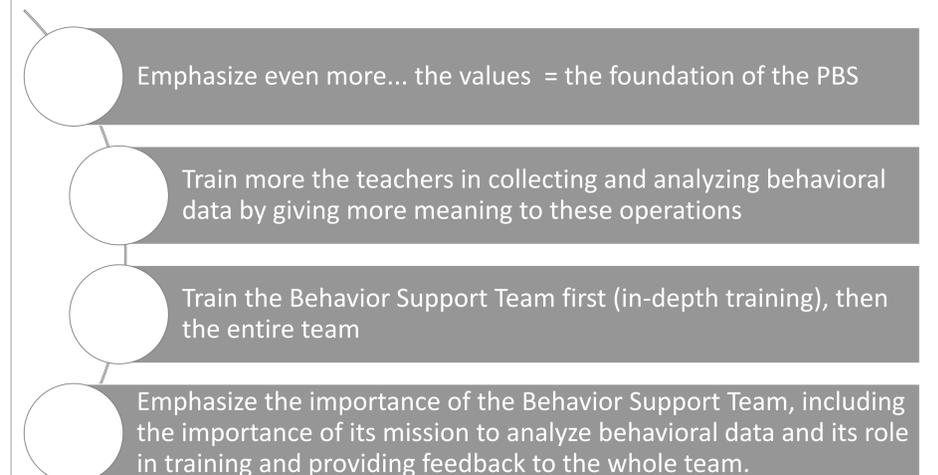
Overall positive and encouraging results for an initial implementation of the training

→ Joins the positive results of other studies (e.g. Bissonnette, Bocquillon & Saint-Georges, 2020)

### Challenge

- Establishment of a Behavior Support Team to ensure some form of harmonization of practices
- Collecting and using behavioral data to make decisions

## Ideas for improving training



## Limitations and perspectives (ongoing)

Study conducted in 1 school → to be replicated

Study focused solely on the implementation of PBS. The effects of the system could not be measured, due to the difficulty of some teachers to collect behavioral data → Need to conduct other studies evaluating the implementation, but also the effects of PBS.

## Selective references

Horner, R. H., Todd, A. W., Lewis-Palmer, T., Irvin, L. K., Sugai, G., & Boland, J. B. (2004). The School-Wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 6(1), 3–12. <https://doi.org/10.1177/10983007040060010201>

Bissonnette, S., Bocquillon, M., & St-Georges, N. (2020). Bienveillance à l'école et prévention des difficultés comportementales : le Soutien au comportement positif (SCP). *La nouvelle revue - Education et société inclusives*, 8, 231-240.

